

Arts Integrated Lesson Plan



ART FORM:
Music



SUBJECT AREA:
Reading/English
Language Arts

Lesson Title:

Fall barnyard banter: music and writing

Grade:

Pre-K

Contributor, School:

Marci R. Brown, Francis Fuchs Early Childhood Center

Time Frame:

Two days (3–4 days with extensions)

State Curriculum Content Standards, Indicators, Objectives

Music Content Standard(s)

1.0 Perceiving, Performing, and Responding:
Aesthetic Education: Students will demonstrate the ability to perceive, perform, and respond to music.

3.0 Creative Expression and Production:
Students will demonstrate the ability to organize musical ideas and sounds creatively.

Reading/English Language Arts Content Standard(s)

Writing

4.0 Students will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Music Content Indicator(s)

1.1 Development awareness of the characteristics of musical sounds and silence, and the diversity of sounds in the environment.
1.4 Experiment with standard and individually created symbols to represent sounds: Investigate composing music through experimentation with sound and tools of composition.
3.2 Investigate composing music through experimentation with sound and the tools of composition.

Reading/English Language Arts Content Indicator(s)

4.2 Compose oral and visual presentations that express personal ideas.

Music Content Objective(s)

1.1.d Explore sounds in selected environments such as classroom, playground, field trip, cafeteria.
3.2.1 Explore the use of pictorial representation for sound.

Reading/English Language Arts Content Objective(s)

4.2.b Contribute to a shared writing experience or topic of interest.
4.2.c Use drawings, letters, or symbols to express personal ideas.

Objective(s) (Connecting the content areas)

Students will investigate sounds and use tools of composition in order to create their own soundscapes using pictorial representation for sounds from a Read Aloud.

Key Arts Vocabulary

soundscape

Key Reading/English Language Arts Vocabulary

horse=neigh

cow=moo

sheep=baa

chicken=cluck

donkey=hee-haw

Prior Knowledge Students Need for This Lesson**Arts**

Students should be able to recognize pictures of farm animals.

Reading/English Language Arts

Students should have had previous experiences with shared list writing, categorizing, and choral reading, and should have phonemic awareness.

Materials and Resources**Materials and Resources for the Class**

- *Barnyard Banter*, written and illustrated by Denise Fleming
- Chart paper
- Glue sticks
- Markers
- Animal pictures
- About 25 sentence strips

Materials and Resources for the Teacher

- *Barnyard Banter*, written and illustrated by Denise Fleming
- Optional: Tape or digital recorder to record soundscapes for students to hear later

Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

Announce that story time is here: Encourage interest with a lively song sung to the tune of "Take Me Out to the Ballgame."

Let's go down to the barnyard.
Let's go out to the farm!
We'll hear the animals loud and clear.
The hens and roosters will give us a cheer!
We'll hear hee-haw-haw from the donkeys.
The cows will say, "Moo, moo, moo!"
Come and hear some animal sounds, as I read to you!

(Repeat the song until all the children have joined together. After your students have gathered around, read aloud *Barnyard Banter*.)

Modeling

Read *Barnyard Banter* by Denise Fleming. After reading the story aloud, ask your students to name all of the animals in the story as you list the names on chart paper. Have your students classify the animal characters in the story by dividing the list into two groups. Ask students to come up one at a time to circle the names of the birds with a red marker and to circle the names of the other animals, including the crickets, with a blue marker.

Guided Practice

Reread the story, asking students to provide the sound each animal makes instead of the word for the animal. Return to your list, pointing to each name as all of your students make the animal's matching sound as it is described in the story. Do this first in order, then out of order.

Divide the class into animal groups, assigning one of the farm animals to each group. As the teacher points to the groups, the students make the sounds of their animals. The teacher continues to direct the groups creating a barnyard “soundscape.” Loudness can be controlled with orchestral directions by the teacher.

Independent Practice

Give students the opportunity to switch groups and vocalize each animal sound.

Break the class into small groups to create their own “soundscapes” or “animal songs” by using animal pictures to indicate the order of the animal sounds. Ask students to use eight animal pictures for their soundscapes and explain that the same animal can be used more than once. Groups will perform their animal sounds.

Closure/Summary

Say, “Today we made an animal soundscape. Tomorrow we can add different qualities to our soundscape to make it an animal song!! We’ll add rhythmic patterns, dynamics, and pitch.”

Assessment (Description/Tools)

Group Assessment Checklist

- ☐ Students work collaboratively to create a soundscape.
 - ☐ Students include more than four animal sounds in the soundscape.
 - ☐ Students can match the animal pictorial representation to the sound of the animal to create a soundscape.
 - ☐ Students can follow the picture song representation in order to recreate the soundscape.
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Lesson Extensions

Compare the sounds of a forest animal’s soundscape with that of a farmyard animal’s soundscape. How are they the same and different? How can pictures help us compose our soundscape? How can we develop a song from our soundscape?

Splatter-Paint Poster

It’s hard to take your eyes off a tale with illustrations as bright and lively as those in this snappy storybook. When your students make these splatter-painted projects, they will be involved in the first step of creating a similar bright and lively work of art of their own.

To set up a center for splatter painting, you will need a large box with sides at least 18 inches high; one 9”x12” sheet of yellow construction paper for each child; containers of brown, orange, and red paint; and a brush for each color.

- Ask students to put on a paint shirt and join you at the center.
- Direct each child to write her/his name on the back of the paper.
- Have her/him to place the paper in the bottom of the large box.
- Direct the student to dip the tip of a brush into her/his choice of paint and then hold the brush a few inches above the paper inside the box.
- Have her/him carefully flick the brush toward the paper to create a splattered effect.
- Encourage the child to continue the process with the remaining colors.
- Set each child’s project aside to dry before going on to the next activity.

Barnyard Collage

Now that each young artist has splatter-painted a barnyard background, provide some materials for him/her to transform the paper into a farmyard collage.

- Encourage each child to glue small bits of straw, raffia, and torn paper to the splattered background to mimic the story illustrations.
- Provide birdseed to be glued on as well.
- Ask each child to draw and color a small version of a farm animal from the story, cut it out, and then glue it to the collage.
- Staple a sentence strip to the bottom of each child’s artwork. Personalize each child’s project by writing a sentence on his/her strip.
- Ask the student to dictate a sentence telling what the animal is, what sound it makes, and where it is in the story.

